



PRESENTER NOTES

COLLECTING AND USING ANECDOTAL RECORDS

This guide walks you through presenting the ***Collecting and Using Anecdotal Records***. These are suggestions so please use the materials as you see fit. This in-service includes PowerPoint slides and supporting materials.

MATERIALS NEEDED:

- Presenter's PowerPoint slides (19)
- Optional Slide: Keeping Track
- Projector and audio equipment
- Learning Activity 1: Examples and Nonexamples
- Learning Activity 2: Collecting an Anecdotal Record
 - » Video Clip – Collecting Anecdotal Records
- Learning Activity 3: Classroom Scenario
- Tips for Teachers
- Tools for Supervisors
- Helpful Resources
- Tools for Teachers – Anecdotal Record Notecards and What to Record Today matrix

BEFORE YOU BEGIN:

- This is one in a series of in-services on *Ongoing Child Assessment*.
- This presentation describes specific steps for writing anecdotal notes, as well as various practical and simple methods for collecting records.
- Participants will have the opportunity to view a short video and practice writing complete and objective anecdotal notes.
- Handouts include blank forms for teachers to use in their own classroom.
- Presenters may want to bring examples of anecdotal records to share with participants.



SLIDE 1: ONGOING CHILD ASSESSMENT: COLLECTING AND USING ANECDOTAL RECORDS

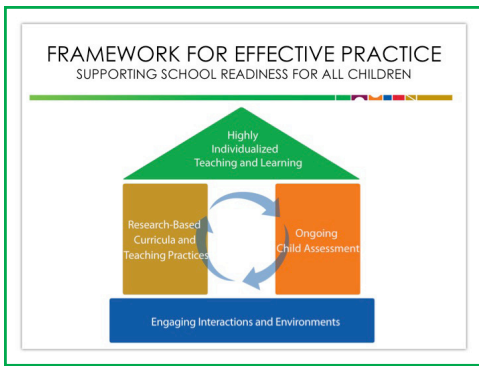
Introductions:

- Begin the training by giving participants background information on yourself.
- Provide an opportunity for participants to introduce themselves (e.g., where they are working, their current role, etc.).

Introduce topic:

Welcome to this in-service in our series on *Ongoing Child Assessment*. In this presentation, we talk about collecting and using anecdotal records.



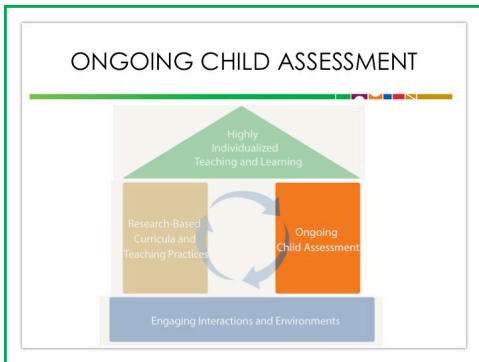


SLIDE 2: FRAMEWORK FOR EFFECTIVE PRACTICE

Review NCQTL framework for effective practice:

- The HOUSE structure supports school readiness for all children.
- The foundation represents effective and engaging interactions and environments.
- The pillars represent research-based curricula and teaching practices and ongoing child assessment.
- The roof represents highly individualized teaching and learning.

All components interact with each other and are essential for effective everyday practice for all children.



SLIDE 3: FOCUS ON ONGOING CHILD ASSESSMENT

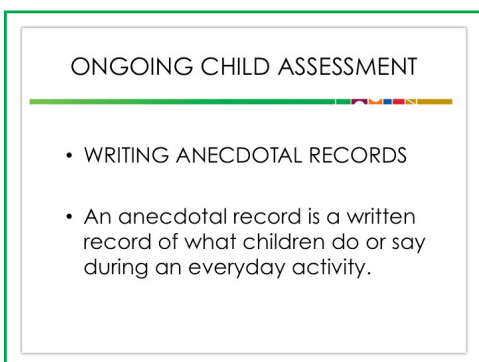
The children in your Head Start classroom have many things to learn so that they will be ready for kindergarten.

Let's think about this important question, "How do you know whether your children are learning what they need to know?" You do this by watching them during everyday activities in your classroom.

Watching children is part of the *Ongoing Child Assessment* component of the HOUSE. Ongoing child assessment is important to quality teaching and learning.

NOTE

Emphasize the importance of keeping track of children's learning to be sure they will be ready for kindergarten and to be sure that teaching is as effective as possible. We cannot simply assume children are learning from being present in the program.



SLIDE 4: ONGOING CHILD ASSESSMENT

How can you collect information about what you see and hear the children doing? In this inservice you'll learn about writing anecdotal records—one useful way to collect ongoing child assessment information. Simply put, an anecdotal record is a written record of what children do or say during an everyday activity.





SLIDE 5: VIDEO: COLLECTING ANECDOTAL RECORDS

Before the video: Inform participants that they will view a video that shows what collecting and using anecdotal notes looks like in the classroom.

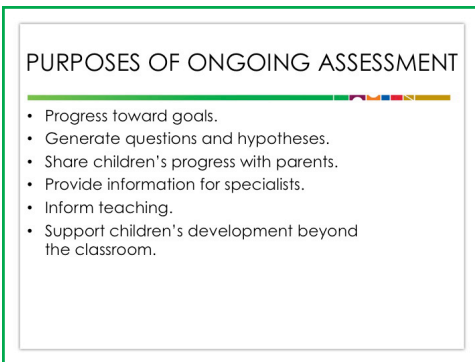
PLAY VIDEO 

DISCUSSION 

After the Video: Ask participants for comments.

OPTIONAL SLIDE 

Show the optional slide between Slides 5 and 6.



SLIDE 6: PURPOSES OF ONGOING ASSESSMENT

Describe purposes of collecting ongoing child assessment.

- Helps teachers monitor children's progress toward their goals.
- Helps teachers generate questions about how children are learning.
- Helps teachers think about why a child might not be making good progress and what the teachers might change in order to help a specific child.
- Sharing assessment information with parents and with specialists.
- Informs teaching.
- Helps teachers and families support children's development and learning beyond the classroom.

DISCUSSION 

Ask participants to share examples of their own assessment practices in relation to the purposes listed.

Add examples of assessment based on your own experiences.

BASICS: ANECDOTAL RECORDS

- Date & Time *January 24, 2012*
- Setting *outdoor play area*
- Objective description
Jackie pedaled a tricycle 10 feet in a straight line.

EMPHASIZE



You are interested in how children are progressing toward curriculum targets, so describe what children say or do that shows their progress.

SLIDE 7: BASICS: ANECDOTAL RECORDS

An anecdotal record is a strategy for documenting observed behavior. Simply put, you write down key information about what you see or hear children doing.

Describe steps:

Write down the date and time.

- Monitor children's behavior over time, not just once.

Write down the setting.

- Observe children's skills during different activities and areas.
- Description must be objective—what you see or hear.

NOTE



Include names:

- Observer
- Child or children being observed.

Always include the child's name or initials. You don't want to end up with a pile of notes but no idea who they were about.

The next slide offers some tips for writing objective descriptions.

BEING OBJECTIVE: ANECDOTAL RECORDS

- Write down what you see and hear.
 - Don't assume the child's feelings.
 - Don't assume the child's motivation.
- Write down facts rather than opinions.
- Use words that describe but do not judge.

SLIDE 8: BEING OBJECTIVE: ANECDOTAL RECORDS

Remind participants:

As you focus on the curriculum areas and the child's goals being observed, remember to be objective in what you document in your anecdotal record. Write down facts rather than opinions or assumptions. Avoid making a judgment or guessing.

Share tips:

How can you be sure you are writing **objective** anecdotal records?

Ask yourself:

- "Can I see it?"
- "Can I hear it?"
- "Would another person agree about what occurred?"

EXAMPLE: ANECDOTAL RECORD

10/4/2012, 9:20 a.m., snack table

Fran:

- Said, "Please pass the crackers."
- Spread cream cheese on 4 small crackers with knife.
- Opened carton of milk.

Observer: Ms. J

SLIDE 9:

EXAMPLE: ANECDOTAL RECORD

Share example.

Here is an example of an anecdotal record. The date, time, and setting are included—October 4th at 9:20 in the morning at the snack table. The description is objective and focuses on curriculum areas being observed. This note shows Fran's progress in the area of Expressive Language. Fran said, "Please pass the crackers," to request a needed item. Fran's progress in the Fine Motor Skill area was also observed. She was able to use a knife for spreading and open a small milk carton.



LEARNING ACTIVITY:

EXAMPLES AND NONEXAMPLES

HANDOUT

Distribute *Examples and Nonexamples* handout.

ACTIVITY

Introduce the *Examples and Nonexamples* learning activity and have participants complete the handout.

DISCUSSION

Engage participants in a discussion by asking for volunteers to share their answers with the larger group.

COLLECTING ANECDOTAL RECORDS

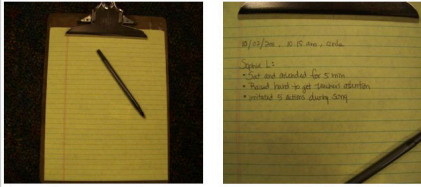


SLIDE 10:

COLLECTING ANECDOTAL RECORDS

Here's one method for collecting anecdotal records or notes. Place a clipboard with note paper or cards in various areas of the room. The teacher and assistants can write down their records as they observe children.

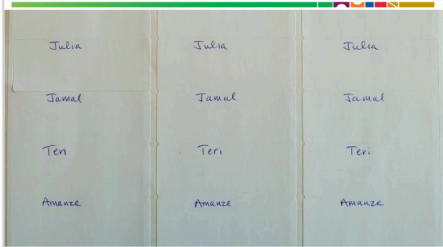
COLLECTING ANECDOTAL RECORDS



SLIDE 11: COLLECTING ANECDOTAL RECORDS

Here are more examples.

ALL CURRICULUM AREAS: ANECDOTAL RECORDS



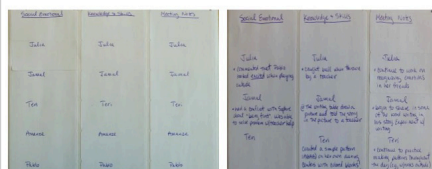
SLIDE 12: ALL CURRICULUM AREAS: ANECDOTAL RECORDS

Here's another way to collect anecdotal records. The teacher and aide use sheets of labels to write down their observations of children's behavior. Each column of labels is used for a different domain of the Head Start Child Development and Early Learning Framework. The children's names are pre-printed to remind teachers to observe each child in every area. After class, the labels are placed in the individual child's portfolio or binder.

NOTE

This example shows one way to use labels but they could be used more like the Post-It notes.

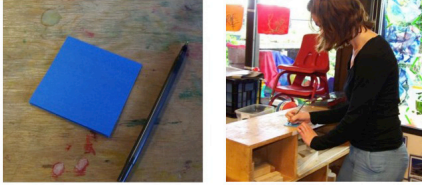
ALL CURRICULUM AREAS: ANECDOTAL RECORDS



SLIDE 13: ALL CURRICULUM AREAS: ANECDOTAL RECORDS

Here are more examples.

KEEP IT SIMPLE: ANECDOTAL RECORDS



SLIDE 14:

KEEP IT SIMPLE: ANECDOTAL RECORDS

Here's one more suggestion. In this classroom, the teacher uses Post-it notes. These could be placed in the areas of the room, or they could be in the teacher's pocket.

Again, this makes it convenient to write down your notes while you watch the children participate in the usual classroom activities.

ACTIVITY MATRIX: ANECDOTAL RECORDS

	Matthew	Leo	Carla
Free Play			Joins group successfully
Outside		Moves up-down steps	
Circle Time	Pretends to read		
Snack			Counts objects

SLIDE 15:

ACTIVITY MATRIX: ANECDOTAL RECORDS

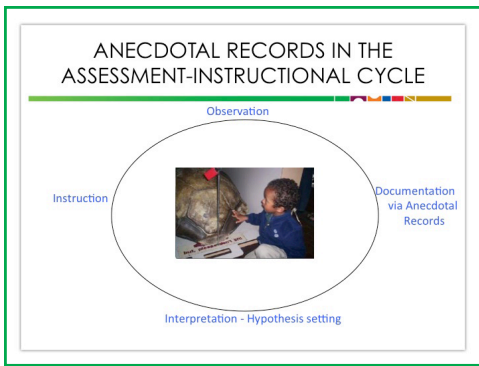
Some children in the classroom may have highly individualized goals and objectives that require very frequent collection of assessment information. For example, some children with IEPs or behavior support plans may need data collected on a daily or weekly basis.

This classroom activity matrix can help the teaching team plan who or what to observe. The names of the children being observed are written across the top of the matrix. The classroom's schedule of activities is written down the side.

Each child's individual objective is written in a space that tells the teaching team when to observe. They can then write their anecdotal notes on the matrix. They transfer the information they gather into the child's portfolio or their classroom's assessment system.

HANDOUT

Distribute a copy of the *Tools for Teachers: What to Record Today Matrix*.



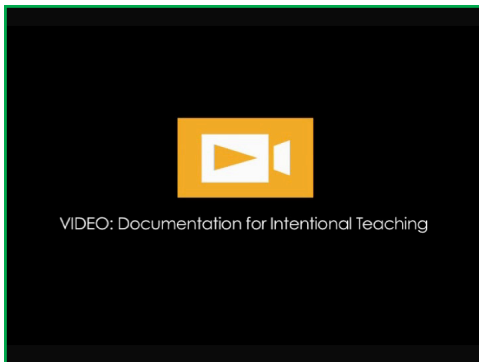
SLIDE 16: ANECDOTAL RECORDS IN THE ASSESSMENT-INSTRUCTIONAL CYCLE

You've learned about the importance of observing and documenting. One way to document your observations is to make anecdotal records.

In order for the anecdotal records to be valuable, the teaching team needs to use them.

After documentation, the teaching team interprets the information by looking at the facts or data and using them to plan instruction and to make changes in teaching so that every child will learn.

Share examples from your own experience of documentation and interpretation of observations leading to improvement of teaching. Also ask participants to share examples of when they have changed their teaching based on what they have observed.



SLIDE 17: VIDEO: DOCUMENTATION FOR INTENTIONAL TEACHING

Before the video: Inform participants that they will view a video that shows how teachers use anecdotal records to inform teaching.

PLAY VIDEO 

DISCUSSION 

After the video: Ask participants for comments.



VIDEO: Anecdotal Records - Art Activity

LEARNING ACTIVITY:

COLLECTING AN ANECDOTAL RECORD

Distribute the *Collecting an Anecdotal Record* handout and the *Tools for Teachers Anecdotal Records Notecards* to each participant.

HANDOUT

Review the directions on the *Collecting an Anecdotal Record* handout and have each participant complete an anecdotal records notecard.

PLAY VIDEO

View the video *Anecdotal Records – Art Activity* from the learning activity presentation and have participants use the *Tools for Teachers Anecdotal Record Notecards* handout to write their observations.

DISCUSSION

Ask for volunteers to share comments and examples with the larger group.



LEARNING ACTIVITY:

CLASSROOM SCENARIO

Distribute *Classroom Scenario* handout to each group.

HANDOUT

Each group identifies a note taker and a reporter, and then discusses the scenarios.

DISCUSSION

Have reporters from each group share ideas from the small group discussion to the larger group.

SUMMARY: ANECDOTAL RECORDS

- Can be used during everyday activities.
- Help you keep track of what children are learning.
- Include the time, setting, and a factual description of who did what.
- Are convenient to collect and use.
- Inform teaching, improve learning.

SLIDE 18: SUMMARY: ANECDOTAL RECORDS

Review:

- Anecdotal records may be used on an ongoing basis during everyday activities.
- Anecdotal records help you keep track of your observations so that you know whether children are learning what they need to know.
- Anecdotal records include the date & time, setting, and an objective description of what you observed. An objective description includes what you see and hear—in other words, facts rather than opinions.
- You have heard about some convenient methods teachers use to record their observations and keep track of children's progress toward learning standards.

To conclude, one strategy for ongoing child assessment is collecting.

- Anecdotal records and using them to make productive teaching decisions.

HANDOUT



Based on participant roles:

- Distribute and review the *Tips for Teachers* handout.
- Distribute and review the *Tools for Supervisors* handout.
- Distribute and review the *Helpful Resources* handout.



For more information, contact us at: NCQTL@UW.EDU or 877-731-0764

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SLIDE 19: CLOSING

Provide participants with NCQTL contact information and encourage them to visit our website for additional resources to support effective assessment and teaching practices in the classroom.



KEEPING TRACK

- How do you record what children in your program are doing?

OPTIONAL SLIDE

Suggested placement after Slide 5 video

Now that we have heard from some classroom teachers, you can share ideas from your own program.

DISCUSSION



Have participants share examples of how they record observations of children in their program.

How do you currently record ongoing child assessment information about children in your program?

Give time for participants to think about or jot down answers.

Have participants share their answers.

Record ideas on a large sheet visible to the group and refer back to the ideas during the presentation as appropriate.



THE NATIONAL CENTER ON
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and Learning**

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